



LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



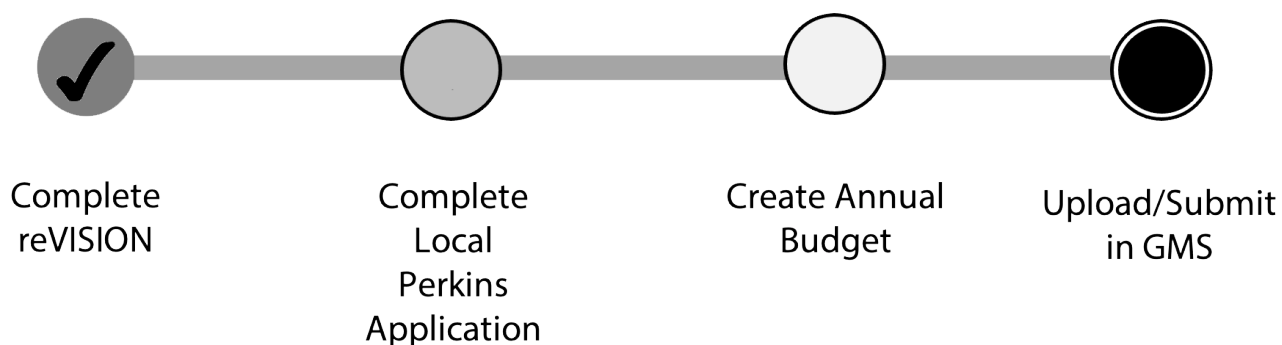
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

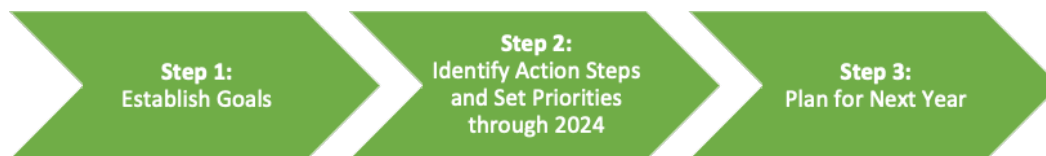
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i> <i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>Career advisement and development is currently and consistently done in all CTE classes and CTSOs through curriculum, guest speakers, field trips, and competitive events. Several teachers currently come from industry positions. Other instructors are either pursuing or have Master’s degrees of industry. Several CTE teachers have a teaching certificate. Courses are set in programs of study and teachers align curriculum to the programs of study. Enrichment, support, and discussions of CTE occur daily. Prostart, FFA, DECA, HOSA, Skills USA, and Ed Rising organizations, as well as the internship program,</p>	<p>Reinforce and improve the advisement, transitions, and career development we currently do by promoting, marketing, and data gathering of interest, relevance, programming, and student organization recruitment and participation in order to increase awareness and interest in careers that meet H3 standards in our region.</p> <p>Enhance and promote CTE programming pre-k through post-secondary by offering opportunities, awareness, opportunity, and increased participation to younger students.</p>

	<p>provide opportunities for meaningful conversations and experiences with career fields.</p> <p>Opportunities include:</p> <p>Business & Industry Tour - 9th grade Business & Industry Tour - 11th grade (optional)</p> <p>Career Academies programming</p> <p>Pre-academies programming</p> <p>College Admission reps</p> <p>Military rep visits</p> <p>Air Force JROTC</p> <p>ASVAB Testing</p> <p>ACT/Pre ACT testing and prep courses</p> <p>Apply 2 College Day</p> <p>Scholarships for various career pathways</p> <p>Financial Aid Night</p> <p>FAFSA completion night</p> <p>College Tours offered</p> <p>Dual Credit through WNCC, Chadron State, & Curtis online</p> <p>Advanced Placement offerings</p> <p>Internship programming which lead to direct employment</p> <p>Professional certification possible</p> <p>Career pathways</p> <p>Guest speakers</p> <p>CTE Organizations - provide opportunities to speak with professionals at conferences</p> <p>Regular communication exists between counselors and instructors</p>	
<p>Local Workforce Alignment</p>	<p>The following list includes the partnerships formed with area business and industry companies. Internships, work-based learning, guest speakers, and/or industry tours exist with all.</p> <p>Allo Communications: Kami Balthazor KBalthazor@allophone.net (CAT)</p> <p>Aulick Industries: Jake Aulick jacob@aulick.com (AFNR)</p> <p>Aulick Industries: Garrett Schaneman garrett@aulick.com (AFNR)</p> <p>Baker and Associates: Jack Baker jack@baker-eng.com (STS)</p> <p>B&C Steel: Jimmy</p>	<p>Improve local workforce alignment by improving and increasing communication and strengthening partnerships, maintaining more intentional data, and continuing to work with area businesses to align programs that address workforce needs.</p>

	<p> ReinhardtJreinhardt@b-steel.com (BMM) Blessed Beginnings/CASA: Libby Holmes Libbygholmes@gmail.com (HSE) Buyer's Realty: Cinda Munoz soldbycinda@outlook.com (BMM) CapStone: Holly Brandt director@capstonenebraska.com (HSE) Carr Trumbull Do it Center: Bill Trumbull bill@carrtrumbull.com (STS) CAPWN: Betsy Vidlak bvidlak@capwn.org (HSE) Couplamatic Systems Inc: Gordia Smith gsmith@couplamatic.com (STS) </p> <p> Improve local workforce alignment by improving and increasing communication and strengthening partnerships, maintaining more intentional data, and continuing to work with area businesses to align programs that address workforce needs. </p> <p> Dana Cole: Dennis Hadden dhadden@embarqmail.com (BMM) Department of Health and Human Services: Pat Anderson Pat.Anderson@nebraska.gov (HSE) Douglas Kelly Ostdiek Ossian Law Firm: Lindsay Snyder lsnyder@scottsbufflaw.com (BMM) Doves: Courtney Haywood Courtney@DOVESProgram.com (HSE) Dry Bean Commission: Curtis Moffat dryediblebeans@nebraska.gov (AFNR) Elite Physical Therapy: Katie Hayes office@elitept-scottsbuff.com (HSE) Emerald Court: Kim Soriano Engel Farms: Kim Engel kengel@pphd.org (AFNR) First State Bank: Helen Douglass HDouglass@fsbcentral.com (BMM) Godfathers Pizza: David Thiele thieled@yahoo.com 641-6924 (CAT) Independent Plumbing and Heating: Debra Heithold heit.d.independent@gmail.com (STS) Heritage Estates: Jennifer Baltz </p>	
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	<p> baltz@vhsmail.com (HS) John Deere 21 st Century: Christopher Stillahn cstillahn@21stCenturyEquip.com (BMM) Kelley Bean: Chris Kelley ckelley@kelleybean.com (BMM) KNEB TV News Station: Scott Miller scott.miller@nbcneb.com (CAT) </p> <p> KNEB: Bill Boyer bboyer@kneb.com (CAT) KNEB: Kendra Feather kfeather@kneb.com (CAT) Lynne Morgan Bloutique: Shelby Hadenfeldt lynnemorganboutique@outlook.co m (BMM) Marketing Consultants: Tori Brozek tori@marketingscottsbluff.com (CAT) McKinney Manufacturing: Roger McKinney (STS) sales@mckineysol.com MC Schaff & Associates: Adam Vath avath@mcschaff.com (STS) MC Schaff & Associates: David Schaff dschaff@mcschaff.com (STS) Midtown Animal Hospital: Dr. Jerry Upp midtownanimal@aol.com (AFNR) Nebraska Department of Labor: Lori Marquez Lori.Marquez@nebraska.gov (BMM) Nebraska Department of Labor: Pat Comfort Patricia.Comfort@nebraska.gov (BMM) Nebraska Dry Bean Commission: Lynn Reuter dryediblebeans@nebraska.gov (AFNR) Nebraska Game and Parks: Chris Becker Chris.Becker@nebraska.gov (AFNR) Northfield Retirement Communities: Bill Johnson bjohnson@northfieldvilla.com (HS) North Platte Natural Resource District: David Wolf dwolf@npnrd.org (AFNR) NP-AHEC: Tammy Fehringer tammy.fehringer@np-ahec.org (HS) Options in Pyschology: Anne Talbot ATalbot@optionspsych.biz (HSE) Panhandle Concrete Products: Andrew Hayward </p>	
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	<p>andy@panhandleconcrete.com (AFNR)</p> <p>Panhandle COOP Association: Susan Wiedeman, HR and PR swiedeman@panhandlecoop.com (AFNR)</p> <p>Panhandle COOP Association: Sara Cover, Ag Sales scover@panhandlecoop.com (AFNR)</p> <p>Panhandle Humane Society: Amy Bartholomew (AFNR)</p> <p>Platte Valley Bank: Sandy Massey, HR smassey@pvbank.com (BMM)</p> <p>Platte Valley Bank: Audrey Murphy amurphy@pvbank.com (BMM)</p> <p>Platte Valley Bank: Kevin Figg kfigg@pvbank.com (BMM)</p> <p>Platte Valley Dental Group: Dr. Nathan Luehrs (HSE)</p> <p>Pioneer Animal Clinic: Michelle Gardner pioneeranimalclinic@yahoo.com (AFNR)</p> <p>Pioneer Animal Clinic: Kadee McVay pioneeranimalclinic@yahoo.com (AFNR)</p> <p>Regional West Medical Center: Dallas Schaffer dallas.schaffer@rwmc.net (HS)</p> <p>RWMC Behavioral Health: Britni Keller Brittni.keller@gmail.com (HSE)</p> <p>Regional West Medical Center Community Health: Sandy Preston Sandy.Preston@rwhs.org (HS)</p> <p>Regional West Physicians Clinic: DeAnna Pierce deanna.pierce@rwhs.org (HS)</p> <p>SBCC: Jill Wineman - jwineman@scottsbluffcc.com, Sam Rodriguez - srodroduiguez@scottsbluffcc.com, Julie Ballinger - jballinger@scottsbluffcc.com</p> <p>Scottsbluff Public Library: Noelle Thompson NThompson@scottsbluff.org (HSE)</p> <p>Scottsbluff/Gering Chamber of Commerce: Karen Anderson karen@scottsbluffgering.net (BMM)</p> <p>Scottsbluff Police Department: Josh Hanson jhansen@sbps.net (HSE)</p> <p>Scottsbluff Public Schools: IT Department David Davis ddavis@sbps.net (STS)</p> <p>Scottsbluff Public Schools: James</p>	
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Todd jtodd@sbps.net (HSE)
 Scottsbluff Public Schools: Jordyn
 Zavala jzavala@sbps.net (HSE)
 Scottsbluff Public Schools: Health
 Services Coordinator: Lynne Adams
 ladams@sbps.net (HS)
 Scottsbluff Screen Printing: Shane
 Wilson swatssp@allophone.com
 (CAT)
 Scottsbluff Fire Department: Justin
 Houstoun
 jhoustoun@scottsbluff.org (HSE)
 Simmons Olsen Law Firm: John Selzer
 jselzer@simmonsolsen.com (HSE)
 Sorenson, Hahn & Browning Law Firm:
 Lori Browning
 attorneys@westnebraskalaw.com (HSE)
 SWBC: Brent Doorman, HR Director
 bdormann@swbc.com (BMM)
 TCD: Keith Ellis twincities@tcdne.org
 (BMM)
 TEAM Auto Center: Nik Hubbard (STS)
 Theatre West: Judy Chaloupka
 jchaloupka27@gmail.com (CAT)
 UNL Panhandle Research and Extension:
 Jana Schwartz jschwartz@unl.edu
 (AFNR)

Karli

Harris kharris@unl.edu (AFNR)
 Valley Ambulance; Shawn Baumgartner
 valleyam@actcom.net
 Victory Hills Farms: Sarah Pinet
 vhfarm@scottsbluff.net (AFNR)
 Vertex: Joan Summerville
 joni.summerville@vertexgroup.com
 (BMM)
 Warehouse Fitness: Isaac Holscher (HS)
 Wiznerd Development Group: Brett
 Cooper (STS)
 Weborg 21: Lisa Weborg
 lisa@weborg21.com (BMM)
 WESTCO: Greta Birch, Precision Ag
 Specialist gbirch@westcoonline.com
 (AFNR)
 Western Sugar: Michael Ann Relka
 marelka@westernsugar.com (AFNR)
 Western Sugar: Becky Stitt
 bstitt@westernsugar.com (AFNR)
 Western Nebraska Veterans Home:
 Nadine Wearne
 Nadine.wearne@nebraska.gov (HS)
 Wills Chiropractic: Daryl Wills
 info@willclinic.com (HS)

<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>CTE teachers annually attend the NCE conference to collaborate, learn new technologies and curriculum changes, and find new ways to integrate core curriculum into CTE courses. Information from this conference is then integrated into their course curriculums, new training is accomplished, and equipment is modernized to keep up with industry standards.</p> <p>Programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program by partnerships existing among:</p> <p>The Health Pathway is in place with UNMC and Regional West Medical Center.</p> <p>The Education Pathway is in place.</p> <p>Info Tech and Arts, A/V, and Communications Pathway is partnered with Allo.</p> <p>Construction and Architecture has increased expectations through upper level courses and project oversight. A Pathway with Family Built Homes is in place.</p> <p>Students work and study in internships, job shadows and field studies with community members.</p> <p>Expanded Dual Credit offerings in Marketing, College Wealth Building, and Rangeland Management.</p> <p>Webpage Design, Digital Design, Computer Applications, and Advanced Construction courses are in place.</p> <p>Career Enrichment courses for Freshman has been implemented.</p> <p>Curriculum developed and implemented for Intro and Intermediate Health Science courses.</p> <p>SkillsUSA chapter is in place.</p> <p>Programs that have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials are:</p> <p>HOSA, Health Sciences, Agriculture, Food and Natural Resources, Human Services and Education, Skilled and Technical Sciences, Business, Marketing, and Management, Communication & Information Systems.</p> <p>Status of students identified as</p>	<p>Modernize outdated equipment and facilities by collaborating with local businesses, seeking assistance for teacher training in new technology, renovating workspaces to increase student enrollment, and retaining and hiring more CTE teachers as needed.</p>
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	<p>belonging to special population groups in CTE programs overall are:</p> <p>Males in Health Sciences are under represented.</p> <p>Females in Skilled and Technical sciences are under represented.</p> <p>Racial diversity in CTE is representative of the student population.</p> <p>Hispanic population is underrepresented in Agricultural Science and Education.</p> <p>Females are underrepresented in Engineering.</p>	
<p>Student Performance Data</p>	<p>Student performance data such as classroom grades, MAPS scores, attendance, and participation in CTSOs are kept to inform future decision making.</p> <p>We are below the state goal in the areas of:</p> <p>Academic Attainment Reading, Academic Attainment Mathematics Technical Skill Attainment Secondary School Placement</p> <p>We are above the state goal in the areas of:</p> <p>Secondary School Completion Graduation Rate Nontraditional Participation Nontraditional Completion.</p> <p>Career Education Participants demonstrate proportionate enrollments when reviewing enrollments based on race, gender and special education.</p> <p>Career Education Concentrators demonstrate gaps in enrollment proportion in the areas of special education.</p> <p>Career Education Concentrators with credit enrollment demonstrate gaps in proportions in the areas of special education and minority populations.</p> <p>Disproportionate numbers of females to males are evidenced in the areas of Engineering, Agriculture, and Construction. In Agriculture and Education, minority students are under-represented.</p>	<p>Work to improve student performance in CTE by reaching into special populations in order to determine student needs, interest, and relevance, evaluating and analyzing student data, and supporting relevant and attainable programming.</p>

<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Training of teachers is evaluated annually. When new training is required or curriculum changes occur, teachers receive the training and curriculum. Equipment is evaluated and replaced to maintain modernization and industry standard.</p> <p>The processes we have in place to recruit new CTE educators are:</p> <p>“Grow your own educators” program provides scholarships & internship opportunities for students interested in becoming teachers.</p> <p>Regional advertising for job postings. School programs, encouragement, and flex scheduling of Para-educators to complete education endorsements. Attendance at regional, multi-state job fairs.</p> <p>Strategies we are using to retain CTE educators are:</p> <p>New teacher training and mentoring program.</p> <p>The use of Perkins funds to obtain new equipment and technology for the classroom.</p> <p>Attendance at CTE state conferences and conventions.</p> <p>Collaboration through PLC’s with CTE departments and Career Academy meetings.</p> <p>We offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs, such as:</p> <p>Local industry support has been effective in helping with technical needs in the classroom.</p> <p>Teachers attend skill specific training based on individual preference or recommendation.</p> <p>Strategies we have in place to utilize instructors/educators from across the region are: Collaboration/consulting occurs with a large number of schools within the region (WNCC, Rapid City, Cheyenne, Kearney, North Platte, Hastings, Etc.) We share resources and ideas.</p> <p>We share instructors regularly with WNCC, UNMC, and Fullen School of Hair Design to ensure dual credit opportunities.</p>	<p>Enhance work-based learning through collaboration with local businesses to determine what they can do to assist in work-based learning experiences by incorporating guest speakers, field trips, tours, job shadowing, mentoring, internships for students, externships for teachers, and projects for Capstone programs.</p> <p>S/B Recruit/Retain/Train</p>
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Work-Based Learning	<p>Current work-based learning experiences are successful in enhancing technical and career readiness skills for all learners:</p> <p>In a post-internship survey, 96% of students enrolled in Internships (approximately 70 students) stated they intend to continue the career area as their focus into post-secondary, or into the labor market.</p> <p>Using the same post-internship survey, student satisfaction has been rated above a 4 in the past two years with 1 being disliked and 5 being really enjoyed.</p> <p>Students in 9th grade go on an industry tour of over 24 local businesses based on their Career Cluster of interest. Post survey information reveals positive responses from the opportunity.</p> <p>Guest speakers visit classes frequently to discuss specialized topics or guest teach.</p> <p>Strategies used to recruit and retain employers to participate in work-based learning programs are:</p> <p>The Internship Coordinator makes personal visits and is involved with local career-related boards.</p> <p>Career advisement meets annually to review Career Academy progress, accomplishments, and future planning.</p> <p>Work-based learning experiences are intentionally connected to classroom instruction and activities and the student's career plan:</p> <p>The internship coordinator brings guest speakers to the career academy classes at appropriate times to discuss options available in the community.</p> <p>Interns spend 2 weeks with the Coordinator working on soft skills before beginning their internship (resumes, interview skills, career skills).</p>	<p>Enhance work-based learning through collaboration with local businesses to determine what they can do to assist in work-based learning experiences by incorporating guest speakers, field trips, tours, job shadowing, mentoring, internships for students, externships for teachers, and projects for Capstone programs.</p>



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at:

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
- a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

Scottsbluff Public Schools will work in collaboration with the local workforce development boards, with speakers, going on tours, through mentoring, and with internships, in order to provide students with:

Self-awareness: Exposure to the NE career readiness standards begins in middle school with Career Explorations. During this time, students are exposed to the High School Career Academy Model, various programs of study provided by the high school, career interest inventories, and Career Student Organization opportunities. Once at Scottsbluff High School, students are required to explore further through introductory career cluster courses such as Intro to Business or Intro to Ag, Food, and Natural Resources. In addition they are exposed to further career interest inventories and social emotional learning through their High School Success advisory period. Finally, counselors work with students to design a four year educational plan designed around career and post-secondary interests. Self-awareness opportunities continue as students enroll in career academies and have opportunities for service-learning, industry tours, guest speakers, internships, and mentoring programs. NE career readiness standards, academic standards, and technical skills are taught in all courses where we emphasize relevance within the classroom.

Career exploration: Career exploration is a constant at Scottsbluff Public Schools. At Bluffs Middle School, students are required to take a Career Exploration class. Once at the high school, students are placed in our Freshman Academy where we focus on successful transitions. Within the 9th and 10th grade, students are required to complete two courses of introductory CTE courses. Once in 11th grade, students are required to enroll in one of six Career Academies that provide a variety of programs of study to meet each student's unique focus. In 12th grade, students may continue their program of study taking dual credit courses aligned to degree-seeking programs, or they may focus on industry-recognized certification options. Throughout this sequence, students are exposed to a multitude of career exploration opportunities. Opportunities include career fairs, industry tours, field trips, informational meetings for students and parents, Open House events, business and industry speakers and teachers, internship programs, work-study programs and CTSO opportunities that align to the six NCE Career Clusters. Guidance counselors meet with students during advisement periods in CTE classes to discuss postsecondary education, training for career goals, labor market information for high-wage, high-skill, and high-demand (H3) occupations, and opportunities for work-based learning.

Career planning: Career Planning is provided through Career Academy programming, internships, CTSO opportunities, structured guidance counseling, and collaboration with post-secondary institutions. Students develop the understanding and skills needed to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, and professional networking.

An organized system of delivery: Career Academy programming provides a seamless and organized system of delivery that encompasses 100 percent of our student population. Students are exposed to career guidance and exploration both within the classroom by CTE and core educators, and outside the classroom through guidance counseling, administrative oversight, and career exploration opportunities. CTSO's, parent meetings, and career fairs are held to implement career development content with career and academic advising with students on an on-going basis beginning in elementary school and continuing through high school.

- 2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

District's Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

Reinforce the advisement and development we currently do by tracking data on classes, programming, and student organization recruitment and participation in order to increase awareness, relevance, and interest in careers that meet H3 standards in our region.

Increase communication efforts and feedback from business and industry partners for improved student placement and awareness in order to meet workforce demands.

Expand all CTE programming into pre-k through post-secondary by offering opportunities and awareness through CTSO outreach in classes, clubs, after-school opportunities, field trips, and guest speaking engagements.

Increase certification options for H3 jobs in collaboration with our local community college, WNCC.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Network with local businesses and community colleges to assist in value added career opportunities. Collaborate with WNCC to create seamless opportunities through marketing and communication to obtain certifications of completion in H3 occupations, and continue to increase national junior apprenticeship opportunities with local businesses.

	<p>Seek out business partnerships for guest speaking at the elementary and middle school levels. Seek out business internship placement for H3 positions, and work with guidance counselors and CTE instructors to provide career advisement about future opportunities in these occupations.</p> <p>Formalize advisory boards with consistent expectations to enhance collaboration between business professionals and teachers to better understand industry needs and shifts within each of the six Career Clusters to modernize programs as needed.</p> <p>Develop a scope and sequence for CTE from pre-K through postsecondary education by exposing students to career opportunities at the elementary and middle school levels, further collaboration with WNCC and their advisory boards, and intentional promotion of high school career paths to special populations in earlier grade levels.</p> <p>Plan an exploratory college visit for middle school students annually that focuses on the CTE programs offered at the high school, followed by a student interest survey.</p> <p>Formulate a database to allow us to better analyze and align CTE programming and curriculum to local and regional workforce needs.</p>
<p>Year 2: 2021-2022</p>	<p>Continue to utilize advisory boards to enhance collaboration between business professionals and teachers by identifying instructional areas that need additional focus. The advisory board will have pre-set and consistent meetings ending with feedback surveys that will assist in better understanding of the shifts within each of the six Career Clusters to modernize programs as needed.</p> <p>Implement and track the developed scope and sequence for CTE from pre-K through postsecondary education by putting into practice the exposure of students to career opportunities, through outreach by high school CTE classes and CTSOs, in earlier grades to increase special population interest and enrollment in career paths offered in high school.</p> <p>Plan an exploratory college visit for middle school students annually that focuses on the CTE programs offered at the high school, followed by a student interest survey. From the survey, evaluate what clubs, after school programming, speakers, and field trips would be beneficial for middle school students.</p> <p>Align CTE offerings to local and regional workforce needs based upon data gained from the surveys and meetings with local business advisory committees.</p> <p>Track the number of certifications of completion from WNCC, along with employer placement.</p> <p>Identify industry areas of need and make first placements of students in internships within these areas. Increase the number of junior registered apprenticeships aligned to local business demand and H3 jobs.</p> <p>Implement the first courses in the new Diesel Technology program.</p>

<p>Year 3: 2022-2023</p>	<p>Continue to utilize advisory boards to enhance collaboration between business professionals and teachers by identifying instructional areas that need additional focus. The advisory board will have pre-set and consistent meetings ending with feedback surveys that will assist in better understanding of the shifts within each of the six Career Clusters to modernize programs as needed.</p> <p>Evaluate and continue to implement and track the developed scope and sequence for CTE from pre-K through postsecondary education by putting into practice the exposure of students to career opportunities, through outreach by high school CTE classes and CTSOs, in earlier grades to increase special population interest and enrollment in career paths offered in high school.</p> <p>Plan an exploratory college visit for middle school students annually that focuses on the CTE programs offered at the high school, followed by a student interest survey. From the survey, evaluate what clubs, after school programming, speakers, and field trips would be beneficial for middle school students. Maintain data on club attendance and special event interest to inform future choices.</p> <p>Continue to increase CTE offerings aligning to local and regional workforce needs based upon data gained from meetings with local business leaders and owners.</p> <p>Require that all students have a college visit, a job shadow, and/or work experience prior to their last semester of high school followed by student interest survey.</p> <p>Implement and maintain data on the full program of study in Diesel Technology. Use the data from employers, teachers, and students to inform continued improvement.</p> <p>Seek out possible internships in the areas of plumbing, electrical, and construction in the business and industry community. Maintain data received from employers, students, and teachers regarding possible certifications and other training needed for students and teachers.</p> <p>Increase the number of certification of completion in H3 job opportunities.</p> <p>Maintain data for job placements regarding numbers of students, populations of students, businesses the students are interning with, and survey feedback from the employers.</p>
<p>Year 4: 2023-2024</p>	<p>Continue to utilize advisory boards to enhance collaboration between business professionals and teachers by identifying instructional areas that need additional focus. The advisory board will have pre-set and consistent meetings ending with feedback surveys that will assist in better understanding of industry needs and shifts within each of the six Career Clusters to modernize programs as needed.</p> <p>Evaluate and continue to implement and track the developed scope and sequence for CTE from pre-K through postsecondary education by putting into practice the exposure of students to career opportunities, through outreach by high school CTE classes and CTSOs, in earlier grades to increase special population interest and</p>

	<p>enrollment in career paths offered in high school.</p> <p>Plan an exploratory college visit for middle school students annually that focuses on the CTE programs offered at the high school, followed by a student interest survey. From the survey, evaluate what clubs, after school programming, speakers, and field trips would be beneficial for middle school students. Maintain data on club attendance and special event interest to inform future choices and activities.</p> <p>Continue to increase CTE offerings aligning to local and regional workforce needs based upon data gained from meetings with local business leaders and owners.</p> <p>Require that all students have a college visit, a job shadow, and/or work experience prior to their last semester of high school.</p> <p>Follow up with all employers regarding students in internships and work-based learning using a survey to inform further decision-making.</p> <p>Implement and evaluate the pre-kindergarten through post-secondary CTE programming outreach through clubs, events, field trips, internships, business and industry tours, and work-based learning to inform decision-making.</p> <p>Diesel Technology full program will be implemented and evaluated.</p> <p>Maintain data for job placements regarding numbers of students, populations of students, businesses the students are interning with, and survey feedback from the employers.</p>
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Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

H3 data revealed occupations in high demand within the panhandle and our region. Health care, education, manufacturing, management, plumbing, welding, electricians and carpenters were among the top 10 professions. In addition, talking with business and industry partners there is a large local demand for diesel technicians. Many of these programs such as education, construction, business and management, and welding currently exist within Scottsbluff High School, but programs need to be modernized to better meet industry demand.

Programs that do not exist are highly specialized. Resources will have to be leveraged in order to provide better opportunities and more exposure to these highly specialized for our students. Opportunities such as on-the-job training and education, seeking dual credit credential opportunities, internship placement

with business partners in these fields, introductory courses, early exposure through elementary and middle school classes, and industry tours allow for better career planning.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:

At Scottsbluff High School, we are working closely with WNCC and our industry partners at Aulick Industries, Floyds Trucking, Murphy Tractor, and 21st Century to create an introductory Diesel Mechanics program. We will use existing introductory classes through Introduction to Skilled and Technical Science and Power Structure Technology for early exposure to basic concepts. Students will enroll in a Capstone Course through Aulick Industries where they will take a course from a certified instructor utilizing Aulick's mechanical shop and advanced equipment. In addition, this program of study will be paired with an internship and further opportunities for certification courses at WNCC.

In order to meet some of the more specialized demand careers, we will need to align our business and industry partners with student interest in order to provide internship opportunities and on-the-job training in areas like electrical, plumbing, and construction trades. Students going into these programs will receive introductory skills through Principles of Construction Trades and Advanced Construction Trades.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

Scottsbluff High School will engage in a multi-phase approach to help students learn about the CTE course offerings and to know more about each CTE program of study. We will begin by planning and implementing activities that attract all students, are interesting, fun and seem relevant to them. We will promote the activities to an earlier age and formalize a marketing plan to reach pre-kindergarten through post-secondary education. We will implement the activities. Throughout this process, we will gather and analyze data that helps us keep track of how many students are interested, attending, and becoming involved, and we will gain feedback from teachers and parents through surveys at the end of the activity. We want to ensure continuity of curriculum and the feedback to aid in the decision-making.

From our attendance, academic, behavior, and MAPS data, it is evident that we need to focus on the transitional years of 5th grade to Middle School and 8th grade to High School. We will begin by seeking to identify activities that are interesting and relevant specifically to these students, we will form a marketing campaign specific to this data, and we will implement the plan.

Information will be used to formulate a plan, Feedback regarding the plan will be gathered and a consensus will be reached. This plan will be presented to an advisory board in order to create consensus and determine

if the plan will work.

6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

Scottsbluff High School plans to increase local workforce alignment by continuing to work with area businesses to align programs that address workforce needs.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<p>Improve and increase communication through the enhancement of an advisory council. We will intentionally choose six to ten business leaders in our area in order to explore the needs of business and industry. This board will meet twice annually to gain insight and feedback that will inform decision-making. Having this data throughout the school year will allow us to address needs in a timely fashion and help us make decisions for modernizing programs in advance.</p> <p>The meetings will inform us regarding what needs to be done to continue modernization of programs, internships, work-based learning opportunities, training for teachers, and continually align educational and training programs to match business and industry needs.</p> <p>Strengthen and increase work-based learning experiences through job-shadowing, mentoring, internships, and apprenticeships. We will use information gained from the advisory council to inform us in this area, then disseminate the information through all six of our career academies.</p>
Year 2: 2021-2022	<p>Improve and increase communication through the enhancement of an advisory council. We will evaluate if this board needs to meet more than twice annually to gain insight and feedback that will inform decision-making. Having this data throughout the school year will allow us to address needs in a timely fashion and help us make decisions for modernizing programs in advance.</p> <p>The meetings will inform us regarding what needs to be done to continue modernization of programs, internships, work-based learning opportunities, training for teachers, and continually align educational and training programs to match business and industry needs.</p> <p>Strengthen, increase, and evaluate work-based learning experiences through job-shadowing, mentoring, internships, and apprenticeships. We will use information</p>

	gained from the advisory council to inform us in this area, then disseminate the information through all six of our career academies to ensure industry standard training and modernization of equipment is continued.
Year 3: 2022-2023	<p>Improve and increase communication through the enhancement of an advisory council. We will evaluate if this board needs to meet more than twice annually to gain insight and feedback that will inform decision-making. Having this data throughout the school year will allow us to address needs in a timely fashion and help us make decisions for modernizing programs in advance.</p> <p>The meetings will inform us regarding what needs to be done to continue modernization of programs, internships, work-based learning opportunities, training for teachers, and continually align educational and training programs to match business and industry needs.</p> <p>Strengthen, increase, and evaluate work-based learning experiences through job-shadowing, mentoring, internships, and apprenticeships. We will use information gained from the advisory council to inform us in this area, then disseminate the information through all six of our career academies to ensure industry standard training and modernization of equipment is continued.</p>
Year 4: 2023-2024	<p>Improve and increase communication through the enhancement of an advisory council. We will evaluate if this board needs to meet more than twice annually to gain insight and feedback that will inform decision-making. Having this data throughout the school year will allow us to address needs in a timely fashion and help us make decisions for modernizing programs in advance.</p> <p>The meetings will inform us regarding what needs to be done to continue modernization of programs, internships, work-based learning opportunities, training for teachers, and continually align educational and training programs to match business and industry needs.</p> <p>Strengthen, increase, and evaluate work-based learning experiences through job-shadowing, mentoring, internships, and apprenticeships. We will use information gained from the advisory council to inform us in this area, then disseminate the information through all six of our career academies to ensure industry standard training and modernization of equipment is continued.</p>

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming.

Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

Agriculture, Food, and Natural Resources

Animal Systems: Large Animal, Animal Systems: Veterinary, Animal Systems: Equine, Plant Systems: Agronomy, Animal Systems: Companion Animal, Power, Structural, and Technical Systems: Metals & Fab

Business, Marketing, and Management

Accounting, Law, Entrepreneurship, Restaurants, Food and Beverage Services Prostart, Marketing

Communication, Arts, and Technology

Digital Design (Visual Arts), Information Technology

Health Sciences

PLTW Principles of Biomedical Science, PLTW Human Body Systems, PLTW Medical Interventions

Human Sciences and Education

Education & Training Teaching, Counseling & Mental Health Services, Law Enforcement Services

Skilled and Technical Sciences

Power, Structural, and Technical Systems: Metals & Fab, Basic Construction, Engineering & Technology: PLTW Civil IV, Engineering & Technology: PLTW Computer II, Man – Drafting, Man - Weld

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

Scottsbluff High School will improve the academic and technical skills of students participating in the CTE programs by offering support in reading and math. Reading interventions consist of Just Words, Wilson Reading, and English support courses that allow for pre-teaching, re-teaching and focus on basic skills. In Mathematics, our curriculum has changed to Illustrative Math by McGraw Hill that focuses on critical thinking and relevant problem solving skills. Interventions within the program are provided by ALEK, which is integrated into the Illustrative Math Curriculum. In addition, students identified through MTSS as needing Tier II intervention will be placed in Math Support courses where they focus intently on the ALEK intervention curriculum. Along with these interventions, cross-walk standards will be a primary focus in all CTE areas and relevance within Core classes will be implemented. Finally, vocational readiness classes are provided for students in Special Education along with Special Education teachers assigned to core content areas for

additional support. Finally, a robust tutoring program will be implemented in 2020-2021 utilizing students from National Honor Society and other service learning organizations to provide after school tutoring.

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

Scottsbluff High School through Career Academy programming has designed numerous programs of study in collaboration with WNCC. All programs of study align to post-secondary degree seeking programs and industry recognized certifications. If students take dual credit courses within their programs of study, the course is paid for by Scottsbluff Public Schools. Courses may be provided at SHS through adjunct teachers or students may be transported through a free bussing system provided by Scottsbluff Public Schools to the community college, WNCC. This past year, based on our post-secondary graduate survey, we altered our guidelines for dual credit courses within the student's program of study. Based on feedback, students attending out of state colleges were not receiving transfer credits, and several courses did not apply to their degree program. In consulting with various colleges and guidance counselors, we made the provision that students could substitute dual credit courses that better aligned to their post-secondary goals with administration and guidance counselor approval. Dual Credit courses outside of a student's program of study must be paid for by the student. We utilize ACE funding as well as money saved through 1.0 FTE in order to provide these opportunities for students. Last year the senior class at Scottsbluff High School took over 900 dual credit courses for over 3,500 credits at a completion rate of over 90%. Of the 204 students graduating, 180 students completed a dual credit course. Along with WNCC, SHS works with other institutions such as Chadron State College, Nebraska College of Technical Agriculture and Fullen School of Hair Design. In the future, we would like to seek opportunities to collaborate with more post-secondary institutions, and we would like to better align our programs of study to meet certifications of completion at the post-secondary level, so graduates have more opportunities to graduate high school with value added, increased employability certifications. At this point our responsibility is to connect our students with the right local and regional employers as well as the right post-secondary institution for those students with advanced degree goals.

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**District's Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

Modernize outdated equipment and facilities by collaborating with local businesses, seeking assistance for training in new technology, renovating workspaces to increase student enrollment, and retaining and hiring more CTE teachers, as needed.

Prioritized Action Steps for Size, Scope, and Quality and Implementing CTE Programs of Study:	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<p>Collaborate with local business and industry professionals, through the advisory council, on the need of purchasing equipment that meets industry standards. Seek assistance from these business and industry professionals for guidance regarding training needed to use the new equipment to industry standards.</p> <p>Collect data through an advisory board comprised of teachers, WNCC, and business and industry leaders to determine the need for increasing student enrollment. Develop a plan with the advisory board to renovate workspaces to meet the demand.</p> <p>Through meeting with the advisory council and advisory board, create plans to retain and hire CTE teachers. Distribute surveys to teachers that focus on maintaining a positive work culture and climate, promote continued education, and encourage training opportunities. These surveys will be collected quarterly and the data from them will be analyzed.</p> <p>In collaboration with the advisory council and advisory board, increase and improve upon technologies we are currently utilizing in order to maintain modern programs and industry standards.</p>
Year 2: 2021-2022	<p>Meet annually to collaborate with local business and industry professionals, through the advisory council, on the need of purchasing equipment that meets industry standards. Seek assistance from these business and industry professionals with regard to training needed to use the new equipment at industry standards.</p> <p>Collect and analyze the data through the advisory board composed of teachers, WNCC, and business and industry leaders to determine the need for increasing student enrollment. Develop a plan with the advisory board to continue renovating workspaces to meet the workplace demand.</p> <p>Through meeting with the advisory council, advisory board and survey results, determine what is needed to maintain a positive school culture and climate, and continued education and training of teachers. The surveys will be collected quarterly and the advisory council will meet and discuss the data, responding to needs they indicate.</p> <p>In collaboration with the advisory council and advisory board, continue to increase and improve upon technologies we are currently utilizing in order to maintain modern programs and industry standards.</p>
Year 3: 2022-2023	<p>Meet annually to collaborate with local business and industry professionals, through the advisory council, on the need of purchasing equipment that meets industry standards. Seek assistance from these business and industry professionals with regard to training needed to use the new equipment at industry standards.</p>

	<p>Collect and analyze the data through the advisory board composed of teachers, WNCC, and business and industry leaders to determine the need for increasing student enrollment. Develop a plan with the advisory board to continue renovating workspaces to meet the workplace demand.</p> <p>Through meeting with the advisory council, advisory board and survey results, determine what is needed to maintain a positive school culture and climate, and continued education and training of teachers. The surveys will be collected quarterly and the advisory council will meet and discuss the data, responding to needs they indicate.</p> <p>In collaboration with the advisory council and advisory board, continue to increase and improve upon technologies we are currently utilizing in order to maintain modern programs and industry standards.</p>
Year 4: 2023-2024	<p>Meet annually to collaborate with local business and industry professionals, through the advisory council, on the need of purchasing equipment that meets industry standards. Seek assistance from these business and industry professionals with regard to training needed to use the new equipment at industry standards.</p> <p>Collect and analyze the data through the advisory board composed of teachers, WNCC, and business and industry leaders to determine the need for increasing student enrollment. Develop a plan with the advisory board to continue renovating workspaces to meet the workplace demand.</p> <p>Through meeting with the advisory council, advisory board and survey results, determine what is needed to maintain a positive school culture and climate, and continued education and training of teachers. The surveys will be collected quarterly and the advisory council will meet and discuss the data, responding to needs they indicate.</p> <p>In collaboration with the advisory council and advisory board, continue to increase and improve upon technologies we are currently utilizing in order to maintain modern programs and industry standards.</p>

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

11. Describe how the district will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. Prepare CTE participants for non-traditional fields**
- c. Provide equal access for special populations to CTE courses, programs, and POS; and**
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

Scottsbluff School district will provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency by advertising all of the programs of study offered to all students, inviting all students and their families to Open House and information events, and by having students in CTSO's act as speakers in the Middle School.

We will prepare CTE participants for non-traditional fields by having all students explore all of the options available in the high school programming through exploratory courses in Middle School, After-School Programming, Open House events, and classroom visits by CTSO representatives. Teachers will be encouraged to identify and show that all students have a place in their career academy to thrive.

We will provide equal access for special populations to CTE courses, programs, and POS by allowing all students to be informed of the course of study and providing supports as needed. Members of special populations will not be discriminated against on the basis of their status as members of special populations.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

Scottsbluff High School addresses disparities or gaps in performance by identifying where students are struggling, then creating supports for students in need.

Disparities commonly occur in the areas of math and reading, therefore math and reading support classes have been created. In math, we have incorporated McGraw-Hill curriculum of Bridges and Illustrative Math, which contains ALEK curriculum. In reading, we are focusing on improving fluency and comprehension through the use of Just Words, Wilson Reading, and other support classes that align with daily lessons in English Language Arts.

In addition to curriculum supports, we are supporting positive behavior interventions through streamlining our PBIS and MTSS process to encourage positive behaviors that we believe will in turn improve academic results. Collectively, the teachers, guidance counselors, parents, and administration work together to address issues of attendance, work completion, and behaviors conducive to learning under the umbrella of trauma-informed practice. In addition to a Guidance Office with four guidance counselors, Scottsbluff High School also has two on-site Licensed Mental Health Practitioners.

If no meaningful progress has been achieved prior to the third program year, discussions among the teachers, students, parents, and administration would take place to identify and correct the problem area(s) in order to eliminate the gaps.

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

Work to improve student performance in CTE by reaching into special populations in order to determine student needs and interest, evaluating student data, and supporting relevant and attainable programming.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p>Year 1: 2020-2021</p>	<p>Students will be given an interest inventory survey at the beginning of the school year. Their interest inventory will highlight the path of education required for their identified field of interest. This allows the student to be in charge and aware of their educational needs.</p> <p>A streamlined process utilizing PBIS and MTSS interventions will be designed for use as needed. The process will be devised to best meet the needs and time constraints of the classroom teacher. When a student is referred by a teacher to MTSS and PBIS interventions, data will be collected on attendance, behavior, quality of work done in class, times of day the student has difficulty, and any other extenuating factors that may be taking place.</p> <p>Utilizing attendance, classroom information, MAPS scores, interventions of PBIS and MTSS, behavior reports, and activity involvement data, a team composed of teachers, guidance counselor, student, parents or guardians, LMHP if applicable, and administration will meet to discuss what is going on with a student. From this meeting, a plan will be developed to help the student become successful using available supports. Data will be kept by all members of the team and meetings will be set to evaluate the progress of the plan. Plans to ensure success can be revised and</p>

	<p>reevaluated as needed.</p> <p>Students will revisit interest inventory when registering for classes and self-evaluate their progress and future plans. If support classes, tutoring, or summer school are needed, guidance counselors will assist students in planning for them and determine other needs.</p>
<p>Year 2: 2021-2022</p>	<p>Students will be given an interest inventory survey at the beginning of the school year. Their interest inventory will highlight the path of education required for their identified field of interest. This allows the student to be in charge and aware of their educational needs.</p> <p>The streamlined process utilizing PBIS and MTSS interventions will be evaluated from the previous year. Necessary changes to the process will be made. When a student is referred by a teacher to MTSS and PBIS interventions, data will be collected on attendance, behavior, quality of work done in class, times of day the student has difficulty, and any other extenuating factors that may be taking place.</p> <p>Utilizing attendance, classroom information, MAPS scores, interventions of PBIS and MTSS, behavior reports, and activity involvement data, a team composed of teachers, guidance counselor, student, parents or guardians, LMHP if applicable, and administration will meet to discuss what is going on with a student. From this meeting, a plan will be developed to help the student become successful using available supports. Data will be kept by all members of the team and meetings will be set to evaluate the progress of the plan. Plans to ensure success can be revised and reevaluated as needed.</p> <p>Students will revisit interest inventory when registering for classes and self-evaluate their progress and future plans. If support classes, tutoring, or summer school are needed, guidance counselors will assist students in planning for them and determine other needs.</p>
<p>Year 3: 2022-2023</p>	<p>Students will be given an interest inventory survey at the beginning of the school year. Their interest inventory will highlight the path of education required for their identified field of interest. This allows the student to be in charge and aware of their educational needs.</p> <p>The streamlined process utilizing PBIS and MTSS interventions will be evaluated from the previous year. Necessary changes to the process will be made. When a student is referred by a teacher to MTSS and PBIS interventions, data will be collected on attendance, behavior, quality of work done in class, times of day the student has difficulty, and any other extenuating factors that may be taking place.</p> <p>Utilizing attendance, classroom information, MAPS scores, interventions of PBIS and MTSS, behavior reports, and activity involvement data, a team composed of teachers, guidance counselor, student, parents or guardians, LMHP if applicable, and administration will meet to discuss what is going on with a student. From this meeting, a plan will be developed to help the student become successful using available supports. Data will be kept by all members of the team and meetings will be set to</p>

	<p>evaluate the progress of the plan. Plans to ensure success can be revised and reevaluated as needed.</p> <p>Students will revisit interest inventory when registering for classes and self-evaluate their progress and future plans. If support classes, tutoring, or summer school are needed, guidance counselors will assist students in planning for them and determine other needs.</p>
<p>Year 4: 2023-2024</p>	<p>Students will be given an interest inventory survey at the beginning of the school year. Their interest inventory will highlight the path of education required for their identified field of interest. This allows the student to be in charge and aware of their educational needs.</p> <p>The streamlined process utilizing PBIS and MTSS interventions will be evaluated from the previous year. Necessary changes to the process will be made. When a student is referred by a teacher to MTSS and PBIS interventions, data will be collected on attendance, behavior, quality of work done in class, times of day the student has difficulty, and any other extenuating factors that may be taking place.</p> <p>Utilizing attendance, classroom information, MAPS scores, interventions of PBIS and MTSS, behavior reports, and activity involvement data, a team composed of teachers, guidance counselor, student, parents or guardians, LMHP if applicable, and administration will meet to discuss what is going on with a student. From this meeting, a plan will be developed to help the student become successful using available supports. Data will be kept by all members of the team and meetings will be set to evaluate the progress of the plan. Plans to ensure success can be revised and reevaluated as needed.</p> <p>Students will revisit interest inventory when registering for classes and self-evaluate their progress and future plans. If support classes, tutoring, or summer school are needed, guidance counselors will assist students in planning for them and determine other needs.</p>

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including

individuals from groups underrepresented in the teaching profession.

RESPONSE:

Scottsbluff Public Schools is planning to increase connections with regional colleges such as Chadron State College, University of Nebraska-Kearney, Hastings College, and Black Hills State College. We would like to continue attending Job Fairs for teachers and increasing the numbers of Student Teacher and Observing Teacher positions in our district. In order to recruit more teachers to our district, we have increased our payscale for teachers.

For the retention of teachers, we have gone away from requiring 6 credit hours of required Professional Development and replaced it with a points system that better lends itself to trainings.

We have a mentoring program for new teachers lasting the first three years of their tenure at Scottsbluff High School. All teachers have the opportunity to participate in shared leadership through being on teams that are specific to grade-level, department, skill, field, and/or leadership. We would like to increase the teacher training for CTEs and increase the CTE training for core teachers. We would like to provide advanced technical training for our CTE teachers.

15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

Continue to work on recruitment, retention, and training of faculty and staff by investigating the possibility of incentive programs for CTE teachers, maintaining high quality labs and equipment, and by supporting professional development opportunities.

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<p>Annual meetings with advisory groups to identify areas in need of modernizing to maintain high quality labs and equipment. As CTE teachers attend conferences or get updates to their PLTW classes, updating curriculum and modernizing equipment can be addressed on an annual basis.</p> <p>Incentive programs will be continued for CTE teachers including paid trainings and stipends for time spent in training, use of training hours as professional development points, no fund-raising for CSOs is required because Scottsbluff Public Schools funds CSOs, and a stipend exists for CSO sponsorship.</p> <p>Professional Development opportunities will be sought out for all CTE teachers and they will be encouraged to attend. Their transportation, lodging, and the training itself will all be paid.</p>

Year 2: 2021-2022	<p>Annual meetings with advisory groups to identify areas in need of modernizing to maintain high quality labs and equipment. As CTE teachers attend conferences or get updates to their PLTW classes, updating curriculum and modernizing equipment can be addressed on an annual basis.</p> <p>Incentive programs will be continued for CTE teachers including paid trainings and stipends for time spent in training, use of training hours as professional development points, no fund-raising for CSOs is required because Scottsbluff Public Schools funds CSOs, and a stipend exists for CSO sponsorship.</p> <p>Professional Development opportunities will be sought out for all CTE teachers and they will be encouraged to attend. Their transportation, lodging, and the training itself will all be paid.</p>
Year 3: 2022-2023	<p>Annual meetings with advisory groups to identify areas in need of modernizing to maintain high quality labs and equipment. As CTE teachers attend conferences or get updates to their PLTW classes, updating curriculum and modernizing equipment can be addressed on an annual basis.</p> <p>Incentive programs will be continued for CTE teachers including paid trainings and stipends for time spent in training, use of training hours as professional development points, no fund-raising for CSOs is required because Scottsbluff Public Schools funds CSOs, and a stipend exists for CSO sponsorship.</p> <p>Professional Development opportunities will be sought out for all CTE teachers and they will be encouraged to attend. Their transportation, lodging, and the training itself will all be paid.</p>
Year 4: 2023-2024	<p>Annual meetings with advisory groups to identify areas in need of modernizing to maintain high quality labs and equipment. As CTE teachers attend conferences or get updates to their PLTW classes, updating curriculum and modernizing equipment can be addressed on an annual basis.</p> <p>Incentive programs will be continued for CTE teachers including paid trainings and stipends for time spent in training, use of training hours as professional development points, no fund-raising for CSOs is required because Scottsbluff Public Schools funds CSOs, and a stipend exists for CSO sponsorship.</p> <p>Professional Development opportunities will be sought out for all CTE teachers and they will be encouraged to attend. Their transportation, lodging, and the training itself will all be paid.</p>

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an

ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

Work-based learning opportunities students currently have at Scottsbluff High School are attending guest speakers, having guest teachers, going on industry tours and field trips, having internships, participating in work-study, and apprenticeships. We would like to expand work-based learning opportunities into our middle and elementary schools.

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

Enhance work-based learning through collaboration with local businesses to determine what they can do to assist in work-based learning experiences by incorporating guest speakers, field trips, tours, job shadowing, mentoring, internships for students, externships for teachers, and projects for Capstone programs.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<p>Form Advisory Council including local businesses, teachers, administration, and guidance counselors to determine community interest and need with work-based learning experiences. Create a plan for increasing the amount of work-based learning opportunities for more students, align businesses with academies and students. Begin implementing the plan.</p> <p>Gain feedback from businesses, students, guidance counselors, and teachers through a survey given at the end of each semester. From this data, determine any changes that need to occur to ensure a stream-lined, effective, positive experience for all.</p> <p>Create an annual calendar of guest speakers, guest teachers, industry tours, and field trips to be shared with all career academy students. Track student attendance for speakers, tours, and field trips. Gain feedback through a survey from all students and facilitators to inform future planning and decision making.</p>
Year 2:	Meet with the Advisory Council, which includes local businesses, teachers,

2021-2022	<p>administration, and guidance counselors to determine new community interest and need with work-based learning experiences. Create a plan for increasing the amount of work-based learning opportunities for more students, align businesses with academies and students. Begin implementing the plan.</p> <p>Gain feedback from businesses, students, guidance counselors, and teachers through a survey given at the end of each semester. From this data, determine any changes that need to occur to ensure a stream-lined, effective, positive experience for all.</p> <p>Create an annual calendar of guest speakers, guest teachers, industry tours, and field trips to be shared with all career academy students. Track student attendance for speakers, tours, and field trips. Gain feedback through a survey from all students and facilitators to inform future planning and decision making.</p>
Year 3: 2022-2023	<p>Meet with the Advisory Council including local businesses, teachers, administrators, and guidance counselors to determine new community interest and need with work-based learning experiences. Create a plan for increasing the amount of work-based learning opportunities for more students, align businesses with academies and students. Begin implementing the plan.</p> <p>Gain feedback from businesses, students, guidance counselors, and teachers through a survey given at the end of each semester. From this data, determine any changes that need to occur to ensure a stream-lined, effective, positive experience for all.</p> <p>Create an annual calendar of guest speakers, guest teachers, industry tours, and field trips to be shared with all career academy students. Track student attendance for speakers, tours, and field trips. Gain feedback through a survey from all students and facilitators to inform future planning and decision making.</p>
Year 4: 2023-2024	<p>Meet with the Advisory Council including local businesses, teachers, guidance counselors, and administrators to determine new community interest and need with work-based learning experiences. Create a plan for increasing the amount of work-based learning opportunities for more students, align businesses with academies and students. Begin implementing the plan.</p> <p>Gain feedback from businesses, students, guidance counselors, and teachers through a survey given at the end of each semester. From this data, determine any changes that need to occur to ensure a stream-lined, effective, positive experience for all.</p> <p>Create an annual calendar of guest speakers, guest teachers, industry tours, and field trips to be shared with all career academy students. Track student attendance for speakers, tours, and field trips. Gain feedback through a survey from all students and facilitators to inform future planning and decision making.</p>

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Scottsbluff High School Guidance Counselors, teachers, students, and administration were all consulted to explore ways in which members of special populations could have greater access to and success in CTE programs. Collectively, we discussed student data, workforce data, labor data, community input, attendance, and CSO participation rates. To address career development, we reinforced the advisement we currently do to more intentionally study data on classes, programming, and CTSO recruitment in order to increase awareness of the career academies and opportunities provided. From the interest inventories, we will use data to help align students to the high needs areas in the local workforce. To gain interest and excitement from all students, we will modernize equipment and keep instructors up-to-date with trainings and effective teaching strategies annually so that the classes remain relevant and interesting. We will focus on recruitment, retention, training, and incentivizing CTE teachers and organization sponsors.

From these discussions, we determined additional support classes should be added in math and reading. We reviewed data from middle school, 8th to 9th grade, and 9th to 10th grade. We termed these years "transitional years" and studied supports we are putting into practice such as increasing the communication and marketing for the career academies and reviewing MAPS data to indicate if math and/or reading supports are needed.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups**

throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

The current structure at Scottsbluff High School utilizes advisory partners for work-based learning opportunities. Multiple opportunities throughout the year are presented through guest speaking, internships, industry tours, and guest teaching. During these opportunities, CTE teachers collaborate with advisory members to discuss shifts in industry demand, equipment needs, and curriculum adjustments. In a formal setting, a meeting is held annually to inform our advisory team of current SHS programs, curriculum, student achievements, and opportunities. CTE advisory members are asked to provide feedback in the form of a survey to collect data. Please see attachment for current business and industry partners.

Annual meetings are held in April, due to COVID restrictions the formalized meeting for 2020 was cancelled. Our students created a video that was promoted to all of our business and industry partners. In addition, advisory members awarded scholarships aligned to our six career academies. The video can be seen through the following link: <https://youtu.be/B1XP-ziis38>

Scholarships may be seen through the SBPS website. Attached are presentations of previous meetings that were held.

In the future, one of our goals of the Revision process is to formalize our advisory committees so feedback may be received within individual advisory teams based upon career cluster. We feel that we will gain more valuable insight aligned to specific industries through formalizing our processes.

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that**

directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.